

Oaklea.
Buckhurst Hill.

Dear Miss Parish.

You ask me to write down the little part I took in the discussion on the P.U.S. Programmes at our Conference. I had ~~no paper~~^{no} notes (excepting a word or two) - but when I try to capture my thoughts and put them on paper, I am quite sure that it is not my thoughts that are really needed, but just the beautiful feeling of loyalty and gratitude to Miss Mason and the P.U.S. ideals which was binding us together and which as a gathering we were afresh realising. The fact that so many, from such different parts, had given up precious days of holiday to help our Conference by their presence, was the greatest possible proof of how much we were all caring about P.U.S. work, and how keen we were that nothing should needlessly hinder the best carrying of that work in our school classes; and its extension into many other schools of the kind we represented. My first effort was therefore ~~was first~~ to thank all who were helping to make the Conference so successfully useful - then I mentioned how my sister Florence had felt the beauty of P.U.S. ideals so strongly that she had with much labour and sacrifice transformed two schools, so far as she was able, into P.U. schools, and

that the result, ~~if~~ had given her joy and satisfaction in her life's work. Florence and I have, as you know always felt deep gratitude to Miss Mason for her great educational work; and it was pleasant to be able once again to express it for her & for myself, we have felt that the training makes for the growth of true culture, a wide outlook, and of love which is life -

Appreciating with Mrs. Hickson and others, the "spirit behind the teaching") I ~~the~~ expressed to Mrs. Hickson how grateful we were for her free and frank paper touching so many points we in schools feel of vital importance. Two or three of these one wished particularly to endorse -

1. That the same period of History should so far as possible be the same throughout the school (or at least from C. III upwards) - this would unify school interests & focus the attention of the children on the special period, and they would gain from the work of the other classes. Also when removals take place, the work would be consecutive and without gaps -
2. That some of the books might with advantage be revised; it is not of course obligatory to take P.U.S. books in all subjects, but the more fully the programme can be carried out, the more do teachers & pupils feel to belong fully to the P.U. School -

Answer 213p3cm3137

3. The question of an overcrowded Syllabus has always been a difficulty, especially in the Upper Forms - In School more time must be given to some subjects than is allowed for on the time table, and united work, such as gymnasium, dancing, drawing, painting, classes, lectures and scouting take more of our time; this general life of the Community cannot all be relegated to out of School hours. If work attempted is left unfinished, it does we feel sure leave a sense of duty unfulfilled, and "to finish in the holidays" has not the same value to the child. Also holidays from School bring a new range of interests and duties, much more defined than when a child is taught at home.

If extracts are taken, as has been suggested, it seems as though the teacher must make the extracts presumably of the most salient features of the work - and has not this a tendency to make a precedent which the child, if inclined to read superficially, finds ready excuse for following in her own reading study. Any thought of skimming is of course totally against P.V.S. ideals, yet as a point of practical experience, one finds it difficult to guard against this tendency if one attempts the whole programme. Of course the programmes are to some little extent alternative, but to make them feel so to teachers and pupils, could they be followed by examinations having a much more alternative set of questions so that the questions on the work ~~set~~ chosen could be well answered - The joy and serenity

of spirit so essential to examination week, is often largely hindered by the damping effects produced, when it is found that one question out of the few set, is on work which had to be left on one side simply for lack of time.

If teachers are obliged to curtail the work and or leave some unfinished, it is apt to leave with teachers and pupils a sense of inadequacy even of failure; we do not want our girls to be satisfied with partial accomplishment, or to put a lower value on completeness & thoroughness than we have for them. The sense of achievement with effort gives an inner joy and peace and growing power, and a keen zest for the way which lies ahead, and the work of the new term.

So far as I can, I have indicated what the remarks you asked for were - certainly part of what was in my mind to say, please abbreviate if you think well - but the difficulties are real, and only small compared with the love and gratitude for all the P.U.S. is and does and aims at. Excuse the delay if you can; it has been an extremely busy fortnight and impossible to deal with all that needed doing without waiting for some time longer than was convenient I fear.

Yours affectionately
Beatrice Gardner.

that are worth while ^{have} - develop a sound
 judgement & a wide outlook. At the
 same time, they are physically well developed
 take great pleasure in out-of-door life
 study material objects, are conversant
 with their hands & occupied in domestic matters.

It seems to me that a method of
 education which English boys & girls
 take to so kindly & develop under as
 satisfactory ^{especially for the} may be ^{applied to} India,
 is ~~existing~~ ^{is} & the possibility of applying
 your Royal Highness in the subject is very
 welcome ^{to me}. The College you
 propose to establish at ^{Delhi} will
 bring the question before ^{many people} ~~at~~ us authoritatively
 & the result might be a reformed education
 for all India. This would indeed be
 a beneficent task for any reigning prince.

I am sending a pamphlet, 'Low Caste',
 which indicates the intellectual long
 of the education I speak of; the practical
 work the young people do is not bread and

by pupils
don't believe

was the work from 15-18 yrs. 7 yrs.
because the pamphlet was designed
to spread the ^{new} idea among our elementary
school teachers.

A school in Beawar (90 Indian & 10 Europeans)
has made a successful attempt to carry
out our work in all its classes. Because
the Principal ^{it} appears was intimate with
the effects of this teaching on young ^{people} ~~men~~
was able to meet in England. I send

an early report from him which seems
to me to show that there are no serious
difficulties in working the scheme in Indian
schools. I feared that the cost of books might
be prohibitive but it appears that is not
the case. They get them ^{has} had nothing
to guide him but printed instructions, but
a ^{Pringle} trained ^{has} in the College is going out in
January.

I speak of this school in the hope that
you will be possible to try ^{x similar} experiments
in Rhyat.

We shall feel it our business to help in co-
nstructing a scheme as the College at Delhi.

Three or four hours a day, (according to
the age of the pupils). But there may be an
ample margin for handicrafts, domestic
training, etc.

Hoping very much from your noble scheme.

Love, Yours Truly, H. Martineau

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